

A Sociological and Educational Study of Turkish Migrants in England

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Preface

In the present age, international emigration is carried out in accordance with the supreme calling of the survival of mankind. In the midst of the imbalance of the world's economy, people are moving to the industrially advanced countries. The social and cultural conditions that immigrant workers and their families meet, and the flow of emigration are a result of the international economy, politics and the pattern of movement in the population.

These people engage in labour categorised by the 3Ns-not very high wages, not enough holidays and not in the groove at the factory - and support the industry of their adopted country. In spite of whether they have immigrated legally or illegally, alone or in families, these people have a strong desire to return to their homeland, not settle down in their adopted country. They live between the two cultures under legal and arbitrary control and make the sacrifices of discrimination and unemployment.

In this study, the author would like to put a question regarding immigrant workers, on the aspects of the education and culture, not from the stand-point of economics and quantity.

1. The Genealogy of England's Turkish Community

The Turkish immigrants to England are divided into three groups. Cypriot Turks, Mainland Turks and Crude Turks. Of these groups the major immigrants are Cypriot Turks and Mainland Turks, the great numbers of who are difficult to grasp. Lately, Crude Turks (refugees with Turkish nationality) have been an addition. These Turks are quite different to each other in social and historical aspects and language.

Genealogy

The majority of Turkish immigrants have come to England in the last twenty to twenty five years, particularly in the 1950s and the early 1960s. According to the 1930 British census, the population of Cypriots in the British Isles was 1075, and by 1951 it had increased to 10,343. In 1971, the population of the Cypriot community had reached 72,605. This figure does not include British born Cypriots.

The National Census and statistics concerned with the population puts all Turks into the Cypriot category. The ratio of Greek Cypriots to Turkish Cypriots is 1:4. There are many more Turks than Greeks. The ratio of the Cypriot population in England is the same as in the Cypriot Islands. The peak of immigration from the Cypriot Islands was in 1960-1961. During that time, more than 2500 Cypriots arrived in England. After the mid 1960s, migration decreased comparatively. One reason for this was the control of immigration by the British government, the other was the fall in economic growth.

When the Civil War in the Cyprus Islands broke out in 1974-1975, about 10,000 Cypriots escaped to England as informal refugees. Some Cypriots among them stayed a short time in England and then went back to Cyprus. The pattern of immigration was successive, compared to that of the West Indies, Pakistan and India.

Reasons for Immigration

The Turks' main reason for emigrating to England, like the other groups, was an economic problem. Dr Robin Oarkley explained that it should be understood that the emigration from the Cyprus islands happened in a special context with the experience of the Civil War. The Civil War happened between 1950-1955, and in the 1960s, a large number of Cypriots immigrated to England. Cyprus became independent in August 1960, but the British Divisional Rule policy were constantly in dispute, and a great many Cypriots escaped to England. Emigration of Cypriots in the 1960s increased

rematckably. In the 1970s when the migrant worker system developed, many Cypriot Turks, like the Turks living in Germany and Holland, worked aline for approximately one year and then returned to the Cypriot Islands. In 1979-1980, family members were recognised and assimilation began.

The construction of the Turkish community experienced some important changes after 1974. At this time, 30,000-60,000 emigrants arrived in England with the Turk Armed Forces. Besides England, many Turks also emigrated to Australia, Canada and the United States of America at this time.

In September 1980, a military coup d'etat broke out and the Cypriot Islands were ruled by martial law. Many Turks emigrated to England for political and economic reasons. These people were from the intelligientia class, such as doctors and teachers. The problem at that time was that foreign workers were unemployed and therefore much of the government's budget was spent on them, so the entry qualifications had to be revised. In addition, the Crude Turks that had migrated were sent back to their own country from 1988. Generally speaking, the first immigrants did not wish to settle in England, but now they have settled and had children there, it seems that most of the Turks have settled downn for a long time.⁽¹⁾

2. The Structure of the pattern of Migration of the Turkish Community

The Pattern of Migration

Many of the first immigrants, when they arrived, had a tendency to settle down in lines of villages like in the Cnprus islands. This was for the support and stability of their lives and to secure houses and jobs. This meant that Turkish immigrants were concentrated in certain districts. According to the National census in 1970, 70-75% of Turks lived in the Greater London area. In particular, the Turkish community had formed around restaurants and clothing shops in the Soho area. Today, the geographical distribution of the Turkish communities reflect their economic activities. They have gradually moved from the Bernet and Enfield areas to Haringly or Hackney because their economic status has risen. The degree of concentration of the Turkish population was not studied on these movements, but there was a tendency for the community to move as a whole. Among the immigrant groups of the Commonwealth, the Turkish communities probably have the highest concentration of inhabitants. The Turkish population on the London area is about 80,000-100,000, most of them living in Hackney, Islington and Southwark. They have, in particular, a tendency to live

together in the Hackney area. Turkish immigrants live together by religious regulation (for ceremonial occasions), because of the kinship of their extended family, for collective security, customs, economic reasons and so on.⁽²⁾

The Social and Economic Status of Turks

Generally speaking, it can be said that the Turkish community is economically successful. The employment situation of Turks is complex. The majority of Turkish immigrants were of the working class in their motherland, originally coming from agricultural areas. Most Turks are employed on jobs categorised by the 3 Ns-not very high wages, not enough holidays and not in the groove at the factory.

There are also self employed businessmen in such places as bread shops, grocers, restaurants and butchers shops. Turks are employed in the catering and service industry, in the trade of Turkish products, and in small enterprises in the retail of fashion. There are professionals such as teachers, lawyers and economists. There are also accountants, doctors, engineers, scientists, builders, plumbers, electricians and so on, all of whom received their education on the United Kingdom. The information was obtained from newspapers published in Germany and Turkish cable television.

As far as housing is concerned, the percentage of people who own their own house is very high. To the first immigrants, owning their own house as opposed to living in council housing was regarded as extremely important. This attitude is perhaps not directly attributable to economic success, as is shown in the extremely high percentage of Turks in general who own their own house and the low proportion of them on public housing.

Regarding the employment of Turks, after immigrating, they often changed jobs. In their homeland, most of these people probably worked as craftsmen, service traders and non skilled workers. On the other hand, their wives were unpaid housewives. The big change occurred when the Turks went to England. There, many Turkish women work outside the home and contribute to the domestic income. Even women with pre-school children contribute by sewing at home. After immigration, men were fundamentally employed in the service industry, especially in catering. Recently, the English labour market has been characterised by high occupational mobility. Turkish workers are also moving into self employed work, therefore, they do not move out of their own community, but cope with the demand for services by Turkish families.⁽³⁾

3. Case Studies: Turkish Migrants in the London Area

1 Purpose of the Case Study

The case study was carried out to acquire facts on the Turkish immigrants' living and working conditions, activities, language issues, their adjustment to English culture from that of their country, and the support they expected to receive.

2 Research Method

The case study was conducted in the Lambeth District of London using a questionnaire in the Turkish language.

3 Date of Research

In August of 1992.

4 Selection of the Cases

Selection of the cases was made by Ms Aydin Mohemet Ali, the Deputy Assistant Director of the Lambeth Education Directorate. There were eleven cases in total which were as follows:

- *Four Cypriot turks*, two of whom were first generation, one who was second generation, and one who was third generation.
- *Five Mainland Turks*, three of whom were first generation, and two who were second generation.
- *Two Crude Turks*, one who was first generation and one who was second generation.

the first generation Turks were forty to forty six years old, and had been in England for over twenty six years.

The second generation Turks were thirty eight to forty one years old and had been in England for seven to eleven years.

The third generation Turks were under thirty years old and had been born in England.

5 Survey Items

Basic Data

1 Sex

2 Age

- 3 Generation of immigration
- 4 Ethinc orgin
- 5 Reasons for coming to England
- 6 Length of stay
- 7 Marital status
- 8 Sharing a home

Language Proficiency and Basic Skills

- 1 Proficiency in English
- 2 Proficiency in their mother tongue

These were assessed through the reading of document items, newspaper items and quantitative items.

Education

- 1 Employment status
- 2 Job or occupation in England
- 3 Job or occupation in Turkey
- 4 Working hours
- 5 How he/she feels about his/her work
- 6 Discrimination at the workplace

Satisfaction with Living in England

- 1 Reasons for sastisfaction
- 2 Reasons for dissatisfaction

Consciousness of Gender roles

Other

- 1 English friends
- 2 Working conditions or system which he/she expects of hes/her employer
- 3 Support systems or programmes which he/she expects of the English government

6 Case Studies

Case no.1: Cypriot Turk - First Generation

This Turk is a forty three year old married man. He immigrated to England when

he was seventeen years old to live with his family, and has been in England for twenty six years. He has graduated from secondary school and is at present self employed. In his motherland, his profession was commerce. His proficiency in both English and his mother tongue is good and he has no problems. He holds the opinion that the English government should support equal rights and a better environment in the workplace.

Case no.2 : Cypriot Turk - Second Generation

This Turk is a forty two year old married man. He immigrated to England when he was fifteen years old to be with his family and has been there for twenty six years. He has graduated from university and has many English friends. By occupation, he is a computer operator and he is qualified as such. This qualification is useful for both his present job and for a second income. He is literate both in English and his mother tongue. He is more satisfied with life in England than in Turkey as he has a higher income and social security, and he finds it easy to find work. However, there is racial discrimination and regarding his employer, he would like an increase in wages.

Case no.3 : Cypriot Turk - First Generation

This Turks is a forty five year old single woman who lives together with a friend. She immigrated to England at the age of seventeen to escape the Civil war, and has lived in London for twenty eight years. She has graduated from an English university and is at present an education official for the Government. She wishes to study at post graduate level and become a researcher if possible.

Her current occupation is fulfilling and she works positively. Her income is small and although she has the usual holidays, she is required to work long hours. In the workplace, there is no discrimination between men and women in wages. working hours, the health service of in vocational training, but with regards to promotion, she feels discriminated against. She has the professional qualifications of a B. Sc, a certificate in education, and an RSA certificate (Teaching Literary Skills). These certificates are useful in finding jobs and in her current work. In the future, she wishes to acquire a certificate in educational management.

She is satisfied with life in England and has a high standard of living with a high income, and work is easy to find. However, she is dissatisfied with the racial discrimination that exists against Turks. Concerning working conditions, her request to her employer is for responsible management, with team spirit and joint decision making in the workplace. The support programmes she requests from the government

are:

- 1 More policies concerning the bilingual community
- 2 The development of special action programmes for the multiracial community
- 3 Action to promote the activities of Ethnic groups

Case no.4 : Cypriot Turk - Third Generation

This Turk is a thirty year old married woman. She was born in England and lives with her family. She graduated from secondary school at the age of eighteen. Her proficiency in English is such that she can read a cheque deposit slip, locate an intersection on a map and find a telephone number in the Yellow Pages. She can read about family affairs in the newspaper but cannot read quantitative items.

Her occupation is a full time private secretary. She is satisfied with her life in England, with a high income, guaranteed security and enjoyment of a better life. Issues of dissatisfaction are the religious and economic problems.

She has many English friends and her working conditions are good although she wishes to get a higher salary.

Case no.5 : Mainland Turk - First Generation

This Turk is a forty five year old single woman who has been divorced. At present she lives with a friend. She immigrated to England at the age of thirty five for security and has been there for seven years. She received further education until she was twenty four years old. She is presently unemployed, but in Turkey she was a government official. Her English proficiency is very good and she has a few English friends. She is satisfied with living in England for social security. Her points of dissatisfaction are the language and economic problems and the fact that she is socially separated from English society. From the Government, she wishes to request the development of new programmes in the fields of education and health.

Case no.6 : Mainland Turk - First Generation

This Turk is a forty six year old single man. He does not remember how long he has stayed in London. He came to England to work and remit his money home. In Turkey, he was a shepherd. Now he is unemployed. He has two or three English friends. He finished studying at primary school at the age of twelve and has no proficiency in either English or his mother language. He could not understand the meaning of some items in the questionnaire.

Case no.7 : Mainland Turk - Second Generation

This Turk is a twenty eight year old married woman living with her family. She immigrated to live with her family, work and remit money, and educate her children. She has been in England for eleven years and is not working. Her proficiency in both English and her mother tongue is such that it is difficult for her to understand quantitative items, but she is able to understand almost all items of documentation. She is satisfied with life in England because it has good social security, a better standard of living compared to her homeland and good education for her children. Her points of dissatisfaction are language difficulties, having no friendships with English people, racial discrimination and economic problems. She requests the support of security for the Turkish community from the English government.

Case no.9 : Mainland Turk - First Generation

A forty year old married woman, this Turk lives with her family. She graduated from high school and continued at vocational training school, and finished school at the age of eighteen. She is a full time qualified nurse. Her nursing qualification is directly useful to her work. She has not made a career out of nursing but in the future she wishes to obtain more qualifications. She is satisfied with life in England as she has a better income and better security and safety, however, there is racial discrimination. She is enjoying her job. In the workplace there is discrimination in health protection, working hours, vocational training and in promotion.

She has a few English friends. She is satisfied with working life for the time being but she had expected there to be a democratic system of participation among the staff on the workplace. She thinks it should be premise to encourage the staffs feelings about their work, their work itself and the way they work, and to raise productivity. to systemise a job it is important that there is joint participation between the leader and the follower. To the English government, she proposes an antiracial discrimination policy, and the provision of education based on the language and culture of minority groups.

Case no.10 : Kurd Turk - First Generation

A forty year old married man, he finished his education at the age of ten. He is illiterate in both English and his mother tongue. He could not answer the questionnaire. He immigrated to England for political security.

Case no.11: Kurd Turk - First Generation

This Turk is a forty six year old married woman. At the age of forty one, she immigrated to England for work and remittance, political security, for her children's education and to live with her family. She had been interested in a life in England. She finished her education at the age of twelve at primary school. She is presently unemployed, and although she is literate in English, she is illiterate in her mother language. She has no English friends. She is satisfied with life in England as she has a higher income and a better education for her children, however, there are the problems of religion, language, economics, racial descrimination and separation from English society. She had no proposals for the English government as she said she not working.

Summary*1. Purpose of Immigration to England*

The first purpose of more than half of the Turks was that they immigrated to England to seek social security. Their secondary purpose was to work and remit money to their homeland, and to live together with their families. The other reasons were for better education of their children, and because they had an interest on living in England.

2. Satisfaction and Adaptation to English Life

The Turks were satisfied with their lives in England in comparison to their lives in Turkey as political and social security was guaranteed. Moreover, they were provided with high incomes, a better standard of living and better education for their children.

Turks are regarded as a white race, and as statistics, are put into the white race category by the National Administration. Many Turks are experiencing racial discrimination. They have very little personal contact with English people because of their lack of English society. There is also a religious problem. However, there are no problems with the life, customs or food.

3. Occupations

The Turks with qualifications and English proficiency and skills enjoy a working life similar to that of the English people. The others engage in so called 3D labour. Crude Turks are refugees and are illiterate in English as well as their native language. Most of these people are unemployed.

4. *Language Proficiency and Skills in English and the Mother Tongue*

The survey of proficiency skills in both English and the mother tongue was conducted by R Wickert of the Commonwealth Department of Unemployment, Education and Training using the questionnaire of Australian Adult Literacy. The items of the survey were as follows:

Document Items

- 1 Signing name on a bankcard
- 2 Circling expiry date on a licence
- 3 Reading instructions on a medical label
- 4 Entering the date on a deposit slip
- 5 Locating an intersection on a map
- 6 Finding a telephone number in the Yellow Pages
- 7 Cheque entry on a deposit slip
- 8 Cash entry on a deposit slip
- 9 Identifying gross pay to date on a pay slip
- 10 Finding a heading in the Yellow pages
- 11 Identifying use on a point chart
- 12 Writing a cheque for a charge account
- 13 Filling in past details on a job application form
- 14 Identifying a product on a paint chart

Newspaper Items

- 1 Family affairs
- 2 Community issues
- 3 Economic issues
- 4 Political issues
- 5 Technology issues

Quantitative Items

- 1 Totalling a deposit slip
- 2 Calculating change from the cost of a meal from a menu
- 3 Reading a record of financial transactions
- 4 Reading a flight schedule from London
- 5 Reading a flight schedule from Manchester

6 Calculating 10% surcharge from a menu

There are great differences in the level of English proficiency depending on the educational background of the person. Generally speaking, there is knowledge of the English necessary in daily economic life such as signing one's name on a bankcard, working a charge account and writing a pay slip and gross pay to date. There are generally also sufficient skills to be able to communicate with others such as finding a telephone number in the Yellow Pages and filling in past details on a job application form when finding work.

As far as the newspaper is concerned, it depends on what the person finds interesting. They read about family affairs, community issues and economic issues.

5 Gender Roles

The consciousness of gender roles in Turkish men and women was investigated by D. A. Drever. H. N. F. Woods and S. A. James in "A Scale for Measuring the Orientation of Gender Roles".

The results on cultural values and consciousness of gender roles are as follows:

Views that both women and men disagreed with:

- 1 Women should be concerned with the duties of child rearing and house tending, rather than with their careers.
- 2 A woman should realise that just as she is not suited for heavy physical work, there are also other jobs that she is not suited for because of her mental and emotional nature.
- 3 Women should take care of running the home and leave running the country to men.

Views that women disagreed with but men agreed with:

- 1 Except in special cases, the wife should do the cooking and house cleaning and the husband should provide the money for the family.
- 2 Women are much happier if they stay at home and take care of their children.
- 3 Although women hold many important jobs, their proper place is in the home.
- 4 I could not respect a man if he decided to stay at home and take care of his children while his wife worked.

Views that men disagreed with but women agreed with:

- 1 Most women who want a career should not have children.
- 2 A pre-school child is likely to suffer if his/her mother works.
- 3 Having a job means having a life of your own.
- 4 A girl proves she is a woman by having a baby.
- 5 A woman should not let bearing and raising children stand in the way of a career if she wants it.
- 6 Women should have exactly the same job opportunities as men.
- 7 A working mother can establish just as warm and secure a relationship with her children as a mother who doesn't work.
- 8 I approve of women providing the financial support for the family while the husband does the household chores.
- 9 Men and women should be paid the same money if they do the same work.

Generally, both Turkish men and women have a traditional consciousness of gender roles centring on their children. Turkish men in particular have the strong opinion that child rearing is the responsibility of women. Women can be roughly classified into two groups, the traditional type, and the independent type who wants equality with men. The consciousness of the fact that a working mother can establish just as warm and secure a relationship with her children as a mother who doesn't work shows a high consciousness of equality.

6 Requests to the English Government

The following ideas were raised by the Turks:

- 1 Secure equal rights with the English people and start anti-racial discriminatory activities.
- 2 Abolish all anti humanitarianism.
- 3 Withdraw objections to the Refugees Law.
- 4 Plan and execute education based on the language and culture of the minorities.
- 5 Develop a special plan for the Turkish community.

4. Adaptation of the Turks to English Society Religion and Cultural Values.

The problem the Turks encountered in adapting to English society was the difference in religious values and culture. The most difficult problems faced by immigrants from many countries when adapting to English life are, in particular,

cultural differences in social intercourse, relationships between men and women, and family relations.

Most of the Turks belong to the Soignee sect of Islam. England is a Christian country. These two religions are not only different, but they are also mutually exclusive. It is not just that the European Christians go to church and read gospels, while the Turks go to moscs and believe in the Koran; the catechisms that are thought of as being the fundamentals of Christianity are refused by, and even hated by Islam. When Muslims are compared to Christians, they have a greater consciousness of cooperation, mutual aid flourishes and they understand each others needs. At the same time, Muslims give serious consideratilm to the obedience of courtesies and religious regulations, and pay great attention to what kind of behaviour is praised and what is sinful. To Muslims, the only true authority is the Koran.

Many differences were found between Christianity and Islam, but in practice, the most prominent difference was the attitude to women. The Koran recognises importance to male kinship and friendship. With such a separation between men and women, Islamic society has become unique to some extent. One of the important ideas of the Turkish is arkadaslik-comradeship or friendship. This concept describes the relationship between men. Arksdaslik is more important than love. It is a rematkable characteristic of the Turkish, and it results in honesty which can be called excessive. For this reason, many Turkish women are shut up in the home, separated from English society, and live a lonely life. The pressures on young men and in particular young girls who were born in England and follow the English role of behaviour are increasing day by day.

As stated above, boys are allowed out considerably more than girls. They are encouraged to go out and seek a future, but the girls remain in the home. When a girl goes out, she must have an escort, and is expected to behave elegantly. Arranged marriages are still frequently carried out in the Turkish community. These have resulted in the disintegration of the traditional family structure as the young people and their parents have grown poles apart.⁽⁴⁾

Cypriot Turks have a strong ethinc identity. They think of themselves as being Turks first, then Cypriots. Parents seek to strengthen the Cypriot identity in their children by strongly supporting the provision of classes in the mother language in the community.

Language Issues

In Turkey, many different languages are used. The official language is standard Turkish which is the language read and written in Istanbul. All educational, cultural, political and official communications use standard Turkish, and considerable intolerance exists towards the diversity of languages. Standard Turkish language was reformed in the eighteenth century by Mustapha Kemani Atarchuk, who introduced a modified Roman alphabet of twenty nine letters in order to eliminate the Turkish language of Osman elements. According to the National Census of 1980, the literacy ratio was 31.2%.

Cypriot Turks traditionally have a low status and are often excluded by other Turks, being called “Turks that are not Turkish people”. However, the Cypriot Turks have gradually justified the nature of the differences of their own identity. In 1974, the Turkish Armed Forces stationed in England carried out plans to develop the Cypriot language. These plans promoted historical studies of the Cyprus Islands and clarified Cypriot dialogue in relation to the Turkish language. songs, lullabies and dramas written in the Cypriot language were staged and this revived interest in history. Before then, Turkish was spoken by 120,000 people. Identified dialects and standard Istanbul Turkish were used equally by Cypriots in schools, on the radio and television and in magazines and newspapers.⁽⁵⁾

5. The Role and Development of Education in a Multi-Ethnic Society

Education in a multi-ethnic society is the education for survival.

1 School Education and Migrant Children

Education is compulsory in England from the age of five to sixteen. Immigrant children enter and study in classes with children of an equivalent age. The Hackney Council of the Hackney District in London, where many Turkish immigrants live, distributes a publication called “Starting School in Hackney” to parents of children entering nursery school and elementary school to provide them with information. Immigrant children can enter the same public schools (country schools) and private schools (voluntary schools) as English children. Voluntary schools are Roman Catholic, Anglican, Jewish or other denominations. Children who are three to four years of age enter a nursery school or a nursery class at an elementary school. The aim in Hackney is that every child should receive the best possible education and the

importance of the following is stressed:

1. To develop equal ability in every child regardless of race and gender, to achieve a comparatively good result in all subjects and to be able to be free stereotyped ideas and prejudice.
2. To eliminate racial and sexual discrimination.
3. To recognise and evaluate children themselves and their backgrounds of culture and language.
4. To promote respect among cultures. In particular, set up extra English classes at elementary schools for language study.
5. That there are public and private schools at junior high school level as there are at elementary level.

There is no selection process children have to undergo to enter a specified school, however, each child submits the English reading ability they have achieved and a decision is made as to which group they will belong. Group Three is for children who have the most difficulty reading. Group Two is for children who are average readers. Group One is for children with good proficiency.

There are many cases of Turkish children being behind because of lack of knowledge. This is influenced by their language problems at elementary school. Some schools offer the class of "English as a Second Language Support" for a small number of dropout children.

Religious study concerns the study of all kinds of religion, and children investigate the spiritual existence of life. Parents who do not want their children to receive religious education notify the school.

Adaptation is difficult for Turkish children who come from a different school culture and education system. In Turkish schools there is much homework and frequent examinations, but there are no examinations in British schools and not much study is done.

There is a difference in the way that parents are involved in the schooling of their child. School education in Britain involves parents and children, but Turkish parents have difficulty becoming involved in their children's schooling because of the language problem. However, some schools employ Turkish teachers.

For the younger generation of sixteen to nineteen year olds, the purpose of education is to give knowledge, occupational qualifications, to challenge them with more advanced study, to naturally develop their mind and body and to offer counselling. This is offered through a joint plan of the secondary schools and the

continuing and higher schools. In Hackney the majority of pupils study for Hackney Sixth Form (classes for university entrance) at continuing schools, technical colleges or branch schools of Hackney College, Corfwiners College and East London College after finishing their compulsory education.

In England there are also national schools differentiated by ethnic group, language and culture, including a Turkish school. These schools teach communities how not to isolate themselves from other societies. They also teach parents English.

Bilingual learning is mostly effective when started in nursery school. Turkish is taught by an English person who can speak Turkish well, and English is taught by a Turkish person who can speak English well. This produces children who are fully and emotionally bilingual.

In multi-linguistic and multi-cultural learning, it is important that there is cooperation between education at home and education at school. The role of women who have frequent opportunities to come into contact with children of international migration is large.

The future educational problems of Turkish children are as follows:

1. To get rid of the gap between the school systems of Turkey and England.
2. Turkish families lead their lives with the cultural system of Turkey as the norm, and children have the two cultural worlds of their native country and the country they have migrated to. The complications experienced by Turkish children as a result of these two worlds are not recognised by their parents. The teaching of the Islam based flexibility of sexual discrimination and gender roles which isolated Turkish families is the role of home education.
3. Turkish parents should speak out about their opinions on children's educational problems at school, like English parents do.
4. To support Turkish children who experience the language barrier so they will pass the CGS examination like English children who receive preparatory schooling.
5. Turkish teachers are the medicine for the wounds of the Turkish people. It is effective to employ Turkish people in many fields of education.⁽⁶⁾

In 1985, Lord Swann, the chairperson of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups at the Department of Science and Education presented a report entitled "Education for All". In this report, it was noted that the low marks scored by migrant children in intelligence tests (IQ) were not a result of

ethnic difference but of the economic and social conditions of their families. It also indicated that the disadvantages to the next generation were influenced by the difference in educational qualifications and occupational training of the first generation.⁽⁷⁾

2 Adult Education and Vocational Training for Migrants

English is the first language for some migrant groups, for example, those from the West Indies, however, two million people in England have a different mother language, and two hundred different languages are spoken in homes around England. Today, it is recognised that language is an indispensable tool for living well in the community. The responsibility of providing the opportunity to learn English as a second language is divided between two ministries, Her Majesty's Office and the Ministry of Education and Science. Until recently, this was provided by the Local Education Authority through adult education and community education. Since then, this education has been decentralised. The Hackney College for Continuing Education, located in an area where many Turkish immigrants reside, has courses of Employment Training for Adults, Return to Study for Bilingual Adults and Language Support.

Generally speaking, these courses provide a variety of classes according to various abilities. At the request of the community, there are sometimes separate classes for males and females, and private tutors and tutors for small groups provided. Some courses offer special English classes for the particular purposes of those who study subjects such as business, science of nursing. These classes offered to the community receive some funding from the above mentioned short term source of the public sector, however, it depends almost entirely on volunteers.⁽⁸⁾

Above mentioned short term source of the public sector, however, they depend almost entirely on volunteers.

According to the 1989 study of the Adult Literacy and Basic Skills Unit (ALBSU) of England and Wales, more than half of the communities were not aware of the effectiveness of this provision. "Outreach" activities have become more and more generalised. Those who learn are employed, and it has become clear that many people wish to participate in the Industrial Language Training Scheme which aims to carry out language training at the factory in conjunction with vocational training.⁽⁹⁾

The information in the Hackney Adult Education Institute's prospectus is written in

seven different languages; Bengali, Chinese, Gujarat, Urdu, Hebrew, Turkish and Vietnamese. There are many English language courses for speakers of other languages (ESOL). There is also a programme of English courses for refugees, courses in English for computers, English for office technology, English for women so they may acquire new future direction and English for unemployed students linked with ESOL. Day care is also available.

3 Community Education

Since the 1980s, community education has been carried out in Europe for the resolution of various problems in the community, environmental issues and community development. In England, from the latter half of the 1980s, a project which focussed on the slum regions of the new cities where immigrants lived, was implemented with the support of the Training and Enterprise Council in cooperation with the Colleges of Continuing Education.

These training courses are for the unemployed and deprived people in the slums. Many of these projects are consumer led and the community participation which arose from it is exceptional. A provision of study in these courses is that the purpose of the participant's study is coordinated with the business of other workplaces, so the contents of his/her study can open up new jobs for the migrant, for instance, library work, art museum work and fields of social welfare where a formal qualification is not necessary if a person has a sound knowledge of the community, culture and language.⁽¹⁰⁾

The kurd and Turks Community Centre in the Hackney district of London is a synthesis institution for that purpose. It has a membership of three thousand, with a membership fee of two pounds a month. there are twelve on the administration committee (five women, seven men). This centre has an information corner, a small theatre, a folk dancing classroom, a restaurant conversation corner, a processing laboratory and so on. This is a place often visited by Turkish people. In the summer vacation, a summer school for children is run.

The Turkish Education Group was established in 1982 by a group of young Turkish women feeling the pain and contradiction of racial discrimination, for the purpose of challenging racial discrimination in England. Their activities dig up invisible social, political and emotional problems and aim to eradicate racial and sexual discrimination. Their activities include counselling, support to Turkish people and Turkish language classes for second generation Turks and cultural activities. Their major

projects are the Youth Project, Women's Project, Educational Training Project, the Turkish Bilingual Nursery and school management. The Women's Project is conducted in three areas, Hackney, Islington and Haringly, and deals with elderly Turkish women, women and literacy, the learning of English and health support.

The Youth Project for 14-22 year olds is the most successful in the London area. The group manages the project themselves with friends from Greece, the Caribbean and England. In particular, the project is concerned with young girls taking leadership roles and the project lays down the emphasis of this undertaking first of all to these young women.

The Turkish Bilingual Nursery was started in the Turkish Community in 1986, its object being bilingual classes for infants under five years of age. Many schools also operate classes in the mother language for bilingual support. At the same time, they discreetly provide teaching materials on deportation, domestic work and racial discrimination.

The Educational Training Project is a four year project to train women so they may find jobs of social service in the future. This is for women who have a knowledge of the Turkish language. The Turkish Education Group receive information on Turkish people in Europe and has links with other similar organisations especially those of black women.⁽¹¹⁾

4 Refugees' Education

Many of the problems of the refugees come from the fact that they overlap with the other minority groups but are treated as a subgroup. However, their education and training are different from other minority groups in many ways. Education for refugees requires sensitivity. As a result of their war experiences, psychological and social problems because of torture and separation from their families, it is necessary to train teachers of refugees to have sensitivity to these problems. There are many refugees with bachelor qualifications but they must sit British examinations. Also, in order to find work, language education is can fill out documents on arrival. On the other hand, in order to comprehend instructions in English, advice and instruction on the British systems is necessary. To correspond to these needs, the opportunity to learn this is provided at regular courses, the same as for other immigrants.⁽¹²⁾

6. Conclusion and Implications

1. Assimilation or Co Existence? - Political Issue

It is not the case that emigration is a simple labour problem. It is complex in the social, cultural and political areas of transition. Turkish immigrants in Britain are refugees who emigrated to seek political and social security. They are not the same as the Turkish in Germany who emigrated because of the national policy in Germany. They are Muslims and have Islamic cultural values and social customs. In Britain, Turkish people are treated as white people. Administratively, they are categorised in the white race group in statistics, but they experience a language barrier as they have little contact with British people and live in an isolated society.

2. Racial Discrimination and Sexual Discrimination - Social Issue

Racial discrimination exists in Britain as it does in other countries.

The United Nations made special mention of immigrant problems at the World Conference of Human Rights (1993) and appealed for the enforcement of the ten year action plan against racism and racial discrimination based on equality, dignity and tolerance. It was pointed out that to secure the human rights of immigrant workers and their families, it is also important to create conditions in which they can live in harmony and tolerance with the people in their adopted country. In fact, some of the case studies in Chapter Three show this reality. Turkish immigrants wrote that they wished to abolish non humanitarianism to secure the same human rights as British people, and positively start activities to eliminate racial discrimination.

Further, women immigrants also mentioned sexual discrimination. They live with double discrimination, racial and sexual. We should recognise the following:

1. Women immigrants have strong minds, patience, a quick wit and participate strongly in decision making, both in their adopted country and their mother country.
2. They contribute to the economy of their mother country through remittance, and in particular, we should recognise that maids (housework labour) simultaneously contribute to the economy of their home country and their adopted country by allowing the women of their adopted country to participate in production at the work place. (The Fourth UN Women's Conference)

3. Cultural Identity - Cultural Issue

The formation and conservation of cultural identity are the rights of both the

individual and the group. Generally, the conditions that immigrants experience are cultural alienation and isolation, a love - hate relationship and xenophobia. Their everyday lives run culturally in two poles. Their children, caught between the two cultures, raise the problem of self identity. The change to a multi-cultural and multi-lingual correspondence was drastic. At present, a policy is addressing this.

The basis which should be removed in this situation is the "Interculturalism" proposed by the EC in the 1980s. In other words, not only the migrants but also the people of the adopted country should learn each others culture. This is considered to approach as a whole the development of opportunity and equality and the advancement of culture. This has raised wealth further, through the mutual contact and understanding of cultural value systems and culture. In particular, in learning about multi-culturalism, immigrant workers and their families and people of the adopted country are required to learn together about cultural values and lifestyle. There may be a possibility of a transfer of ideas by mutual contact of the respective cultural values, but at present, there should be co-existence because the immigrant workers and their families have the possibility of returning home.

4 Immigrant Children and Education - Educational Issue (I)

In 1985, Lord Swann, the Chairperson of the Committee of Inquiry into the Education of Children from Minority Groups at the Department of Education and Science of the British Government presented a large report entitled "Education for All". In the report, he stated that the low achievement of immigrant children in intelligence (IQ) tests were not a result of the difference in ethnicity but were dependent on the economic and social conditions of their families. It was pointed out that this arose from the difference in the educational qualification and vocational skills of the first generation which influenced the disadvantages of the next.

The tie between home education and school education is the most important where bilateral linguistic learning and multi-cultural learning are concerned. The experiences in Britain have shown that among family members, the mothers' active participation in particular is desirable. Bilingual support is the most urgent and necessary subject in schools. British children should learn the language of the migrant children together with the migrant children. The mutual learning of the children may be better than instruction by a teacher for the proficiency of the language.

For problems in the future, studies on the actual situation of immigrant children's education, religious education and the school of ethnicity, the development of teaching

materials and the training of teachers is necessary.

5 Adult Education and Vocational Training for Migrants - Educational Issue (II)

The study of language and the training of vocational skills is the education of survival. At the World Conference, UNESCO adopted the “Education for All” and “Framework for Action to meet Basic Learning Needs” to eradicate illiteracy on earth by the year 2000. The major factor in accomplishing this are the revision of inequality of learning opportunity, consideration of the importance or usefulness of literacy in real life and the improvement of the quality of the learning environment.

Language is an indispensable tool to immigrants in order for them to live a good life in a foreign country.

Adult education and community education in Britain was carried out at a College of Continuing Education, but recently many of those learning have been employed and they learnt at the workplace. This meant that in-house industrial language training was linked to the running of vocational training.

There are many among the refugees who have a bachelors degree. These people must sit an examination again in Britain. they also need language lessons in order to find work. Employment training and return to study courses for adults who are bilingual are provided for this purpose. Some English classes specialise in Business, science, nursing and so on. In this way, language learning for adults has an effect as the content of the study is closely related to vocational training and the community.

6 Migrant and Community Education - Educational Issue (III)

Since the 1980s in Europe, community education conducted in the city slum areas where many immigrants live, has come to flourish, its purpose being to solve various kinds of problems for the community and develop and reform the community.

Community education, with the help of the Training and Enterprise Council and in coordination with the Colleges of Further Education, is developing training courses for unemployed and underprivileged people in these areas provided ethnic minorities are included. The provision of well structured training courses have created new posts for the ethnic minority in such areas as library work, arts administration and welfare rights where non formal skills are much more valuable than formal qualifications.

In conclusion, the International Order is based on human rights and has expelled

racial and sexual discrimination. Our future education is under the idea of co-existence, living together in the global village sharing wealth, information, knowledge and skills. In order to live together with the ethnic minorities, it is firstly necessary to unify ethnic immigrants and the people of their adopted country in daily life, and secondly, the creation of the conditions and systems which cultivate harmony and tolerance between ethnic migrants and the people of their adopted country must be sought.

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Questionnaire

July 1992, by Makoto Yamaguchi (Prof. and Ms.)

Ryutsu Keizai University, Japan

1. This is to ask you about your actual condition who are living in England.
2. In this questionnaire, you are not asked to tell us your name. This questionnaire is not intended for any other purpose than research in comparison with migrant people living in Japan preventing your privacy from being disturbed.

We would like you to be as honest as possible to answer the questionnaire.

Part I Your Basic Data

Please circle the number under the heading that applies.

1. Sex : 1. male 2. female
2. Age : ____ years old
3. Your generation of immigration :
 1. 1st generation 2. 2nd generation 3. 3rd generation
4. Ethnic origin : 1. Turk 2. Cypriot-Turk 3. Kurd-Turk
5. Reasons of coming to England :
 1. Work for remittance
 2. Politically insecurity
 3. Unification of family
 4. Education for children
 5. Interest in living in England
 6. Others (Please indicate)
6. Length of stay ____ years
7. Marital status
 1. single 2. married 3. divorced/separated 4. widowed
 5. living together

8. Who shares your home with you ?

1. with family 2. with friends 3. alone
4. If any (please specify)

Part II Your Language Proficiency and Basic Skills

9. Proficiency in English :

What items you can do. Please circle the numbers under the heading that applies.

Document Items

- | | |
|---------------------------------------|---------------------------------|
| 1. Bankcard-sign name | 2. Licence-circle expiry date |
| 3. Medical label-instructions | 4. Deposit slip-enter date |
| 5. Map-locate intersection | 6. Yellow pages-find, tel.no |
| 7. Deposit slip-cheque entry | 8. Deposit slip-cash entry |
| 9. Pay slip-gross pay to date | 10. Yellow pages-find heading |
| 11. Paint chart-identify use | 12. Charge account-write cheque |
| 13. Job application form-past details | |
| 14. Paint chart-identify product | |

Newspaper Items

- | | | |
|---------------------|----------------------|--------------------|
| 1. Family affairs | 2. Community issues | 3. Economic issues |
| 4. Political issues | 5. Technology-issues | |

Quantitative Items

- | | |
|-------------------------------------|--------------------------------|
| 1. Deposit slip-total | 2. Menu-change |
| 3. Record of financial transactions | 4. Flight schedule-from London |
| 5. Flight schedule-from Manchester | 6. Menu-10% surcharge |

10. Proficiency in your mother tongue

Document Items

- | | |
|-------------------------------|-------------------------------|
| 1. Bankcard-sign name | 2. Licence-circle expiry date |
| 3. Medical label-instruction | 4. Deposit slip-enter date |
| 5. Map-locate intersection | 6. Yellow Pages-find, tel.no. |
| 7. Deposit slip-cheque entry | 8. Deposit slip-cash entry |
| 9. Pay slip-gross pay to date | 10. Yellow pages-find heading |

- | | |
|---------------------------------------|----------------------------------|
| 11. Paint chart-identify use | 12. Charge account-write cheque |
| 13. Job application form-past details | 14. Paint chart-identify product |

Newspaper Items

- | | | |
|---------------------|----------------------|--------------------|
| 1. Family affairs | 2. Community issues | 3. Economic issues |
| 4. Political issues | 5. Technology issues | |

Quantitative Items

- | | |
|-------------------------------------|--------------------------------|
| 1. Deposit slip-total | 2. Menu-change |
| 3. Record of financial transactions | 4. Flight-schedule-from London |
| 5. Flight schedule from Manchester | 6. Menu-10% surcharge |

11. Possible reasons you may have wanting to improve your English.

	Yes.	No.
1. Access to employment	1	2
2. Promotion prospects	1	2
3. Help children with	1	2
4. School work	1	2
5. Using public facilities, e.g.banks, libraries	1	2
6. Shopping	1	2
7. Generally making friends/ enjoying leisure time	1	2
8. Everyday situations such as voting, knowing your rights	1	2

12. What help would be of use ?

	yes	no
1. Reading	1	2
2. Writing	1	2
3. Speaking	1	2
4. Numbers	1	2
5. Listening	1	2
6. Understanding	1	2
7. Any help wanted	1	2

Part III Your Education

13. How old were you when you left schools ? years old

14. What education you had ?

- | | | |
|----------------------------|----------------------|-------------------------|
| 1. no education | 2. elementary school | 3. secondary school |
| 4. university | 5. further education | 6. continuing education |
| 7. others (please specify) | | |

Part IV Your Job

15. *Employment Status* : Please circle the number under the heading that applies.

- | | | | |
|----------------------------|------------------|---------------|----------------|
| 1. employed | 2. self-employed | 3. unemployed | 4. clandestine |
| 5. other (please indicate) | | | |

16. What do you do ? Please describe your job or occupation.

17. What was your job or occupation in Turkey before coming to England ?

18. Working time

- | | | | |
|--------------|--------------|-------------|---------------|
| 1. Full-time | 2. Part-time | 3. seasonal | 4. undeclared |
|--------------|--------------|-------------|---------------|

19. Feeling your work.

	very	fairly	no make different sense	a little	not at all
1. interesting	1	2	3	4	5
2. love	1	2	3	4	5
3. active	1	2	3	4	5
4. dirty	1	2	3	4	5
5. dangerous	1	2	3	4	5
6. difficult	1	2	3	4	5
7. not high wages	1	2	3	4	5
8. not enough holidays	1	2	3	4	5
9. not in the groove	1	2	3	4	5

10. long working day 1 2 3 4 5

20. Discrimination between women and men at workplace

	very	fairly	a little	not at all
1. wage	1	2	3	4
2. working hours	1	2	3	4
3. health protection	1	2	3	4
4. vocational training	1	2	3	4
5. promotion	1	2	3	4
6. other (Please indicate)				

Part V Your Professional and Vocational Qualification

Please circle the number under the heading that applies.

21. Have you any professional qualification(s) ? 1. Yes 2. No

22. Please indicate all the professional qualification(s) which you have.

23. Is (are) these (these) professional qualification(s) useful in your work ?

	extremely	fairly	a little	not at all
1. Directly useful in my work	1	2	3	4
2. Useful for getting a job	1	2	3	4
3. Useful for earning some money, but not for a career	1	2	3	4
4. Not useful for earning money, but useful in my daily life	1	2	3	4
5. Not at all useful	1	2	3	4
6. Others (Please indicate freely)				

24. Do you intend to acquire a professional qualification in near future ?

If Yes, what qualification you intend ?

1. Yes 2. No

Part VI Satisfaction in living in England

25. Resons of satisfaction

- | | |
|--------------------------------|----------------------------------|
| 1. High income | 2. Good social security |
| 3. Better living than homeland | 4. Better education for children |
| 5. Easy to get job | 6. Others (Please specity) |

26. Resons of unsatisfaction

1. Religious issues (ceremony of marriage, fairwell etc)
2. Way of life (Custum)
3. Food problem
4. Language
5. No personal communication with English people
6. Social isolation in the society
7. Racial descrimination to Turks
8. Different from aspiration to come to England
9. Economic issues
10. Others (Please discribe)

Part VII Sex-roles

27. Sex-roles and work outside home.

Please circle the number under the heading that at applies.

	agree	disagree
1. Women take care of running their homes and leave running the country up to men.	1	2
2. Most women who want a career should not have children.	1	2
3. A preschool child is likely to suffer if his/her mother works.	1	2
4. Having a job means having a life of your own.	1	2
5. A girl proves she is a woman by having a baby.	1	2

- | | | |
|---|---|---|
| 6. A woman should not let bearing and rearing children stand in the way of a career if she wants it. | 1 | 2 |
| 7. Except in special cases, the wife should do the cooking and house cleaning, and the husband should provide the family with money. | 1 | 2 |
| 8. A women should have exactly the same job opportunity as a man. | 1 | 2 |
| 9. Women are much happier if they stay at home and take care of their children. | 1 | 2 |
| 10. A working mother can establish just as warm and secure a relationship with her children as a mother who doesn't work. | 1 | 2 |
| 11. Women should be concerned with their duties child rearing and house tenderng, rather than with their careers. | 1 | 2 |
| 12. Although women hold many important jobs, their proper place is in the home. | 1 | 2 |
| 13. I approve of woman providing the finandial support for the family while the husband does the house-hold chores. | 1 | 2 |
| 14. Men and women should be paid the same money if they do the same work. | 1 | 2 |
| 15. I could not respect a man if he decided to stay at home and take care of his children while his wife worked. | 1 | 2 |
| 16. A women should realize that justas she is not suited for heavy physical work, there are also other jobs that she is not suited for; because of her mental and emotional nature. | 1 | 2 |

Part VIII Others

28. Have you any close friends of English people ?

1. many 2. a few 3. not much 4. not at all

29. What kind of working condition or system you expect employer ?

(Please write freely)

30. What kind support system or programmes you expect to the English Government?
(Please write freely)

Thank you very much for your cooperation.